WRITING YOUR EXTENDED ESSAY IN GLOBAL POLITICS

WWW.GLOPOIB.WORDPRESS.COM
The Nature of Global Politics

Refining the Topic Focus

From Topic to Title to Research Question

5 Steps to Developing a Research Question

Approaches and Techniques

Required Essay Elements

Essay Presentation

Word Count

Academic Honesty

Citations and Referencing

Reflection in the EE

Interpreting the Essay Criteria

Generic EE Assessment Criteria
Can I write my EE in Global Politics?

In principle, yes.

However, it is important to realise that Global Politics, like all IB subjects, has theories, ideas, concepts and terminology that is specific to the subject. In order to write a successful Global Politics EE it is essential that you are familiar with these and, for that reason, you are strongly advised to only write your EE in this subject if you are currently studying Global Politics at either HL or SL.

What is distinctive about an EE in Global Politics?

There are two ways in which an EE in Global Politics is distinctive.

Firstly, a Global Politics EE must focus on a political issue. The IB define a political issue as 'any question that deals with how power is distributed and how it operates within social organization, and how people think about, and engage in, their communities and the wider world on matters that affect their lives.'

Secondly, the topic chosen must be within your lifetime. You can choose to refer to historical events as part of your essay but the focus must be on contemporary events (defined by the IB as within the lifetime of the student).

What topics have UWCCR students chosen in previous years?

The role and effectiveness of the International Criminal Court as part of a global human rights regime

An investigation into the compatibility of the 'burkini' and the concept of laïcité in contemporary France

The impact of the readymade garment industry on Bengali workers' human rights

An exploration of rising nationalism and populism in contemporary Europe in relation to the Mediterranean refugee crisis

Balancing competing demands of peacemaking and democracy: The FARC peace treaty 2016

The effect of crypto-currencies on state sovereignty

How far has CIGIG in Guatemala succeeded in strengthening state institutions?
Developing a focused research question that can be explored in sufficient depth in only 4,000 words is essential if you are to be successful in writing your EE in Global Politics. In order to develop a successful research question you must ensure that you first refine your topic from a broad topic area to something that is much more focused.

Here are some examples of topics that are too broad that have been refined to become sufficiently focused that the IB has provided.

- **The influence of 2014 Hong Kong protests on Singapore**
- **A comparison of how the Hong Kong protests of late 2014 were portrayed in the official media in Singapore versus the reporting undertaken by NGOs X, Y and Z active in Singapore**
- **How populist political parties have changed the political landscape in Europe**
- **The influence of the election success of Syriza in Greece on the campaign and outcomes of the 2015 parliamentary election in Spain**
- **How Mexican migration has changed the politics of the US**
- **An evaluation of the ability of Mexican migrants to achieve a political voice in county X in Arizona**

These examples taken from subject specific EE guidance for Global Politics
https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guidance.html?doc=d_0_eeyyy_gui_1602_1_e&part=4&chapter=5&section=3
When completing an EE in Global Politics you must refine your topic into a research question and this must be phrased as a question.

In order to understand the difference between a topic, a title and research question the IB provides the following definitions:

**Topic**

The topic of the extended essay is the subject, issue or theme that you are investigating within a specific DP subject or world studies area of study. The topic, which develops during the initial thinking about the EE, should later be reflected in the wording of the title.

**Title**

The title of the EE is a clear, summative statement that specifically focuses the topic being researched. It appears on the title page. A title should be short, descriptive and succinct; not be phrased as a question; use key words that connect with the topic and the DP subject or world studies area of study; and attract the interest of the reader.

**Research Question**

The research question derives from the title and is expressed as a question that is intended to be answered through researching and writing the EE. It appears on the title page and could also be visible as a header throughout the essay. It should be clear and focused; provide a path through which you can undertake achievable research; use key words that connect with the topic, the title, and the DP subject or world studies area of study; and support the development of an argument.

In terms of sequence, you should be thinking along the lines of choosing a topic area first before developing this into a title and finally developing a specific research question.

This can be difficult but it is essential to get this right.
A research question is a clear and focused question centered on a research topic. Research questions usually emerge when questions are asked about a particular issue that a student is interested in or curious about.

1. Choose a topic you are interested in and that will keep you motivated and engaged throughout the whole EE process.

2. Carry out preliminary reading using the following questions to guide you:
   - What has already been written about this topic?
   - Was it easy to find sources of information?
   - Is there a range of different sources available?
   - Is there a range of views or perspectives on the topic?
   - What interesting questions have started to emerge from this reading?

3. Start posing open-ended questions about your general topic. You should phrase your questions using terms such as 'how', 'why' or 'to what extent'.

4. Once you have generated some possible research questions, you should evaluate them using the following evaluative questions:
   - Will the reader understand the scope of my research?
   - Is the question focused enough to be fully explored within the time available and word limit?
   - Does the RQ allow for analysis, evaluation and development of a reasoned argument?

5. The final stage is to start considering what direction your research might take. You could consider possible outcomes of your research, and what kind of argument you will make and how you will support it with evidence.
Primary and Secondary Data

It is acceptable to base your EE on either primary or secondary data or a combination of both. However, it is very important to note that if you choose to use only secondary data then you must be sure that you can engage critically with the sources you use.

Possible approaches and techniques

In the subject specific guidance for Global Politics, the IB emphasise that the choice of topic and level(s) of analysis will suggest the most appropriate theories and methods upon which to base the EE.

Possible approaches to research include:
- Case studies
- Comparative studies
- Analyses of discourse

Possible research techniques include:
- Interviews
- Literature / media reviews
- Quantitative data analysis

Whilst it is fine to use data from social and popular media, these should not be your only source of data.

Theoretical Underpinning

In order to reach the highest grades in the EE, you must demonstrate that you have a clear understanding of the theories and methods of Global Politics and, just as importantly, that you can use these in order to develop and sustain an argument.

There are a couple of ways you can do this and the IB provide these examples:

- Students interested in a more theoretical approach to political issues can examine the key concepts of global politics in a way that is more anchored in academic debates.
- Students interested in statistics that underpin decision-making and perceptions in global politics can undertake more comprehensive data analysis.
There are six compulsory elements that you must include in your essay and details of what should be included in each section are given below.

These are:
- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography

Title page
Your title page should only include the following:
- Title
- Research question
- Subject (in this case, Global Politics)
- Body of the essay
- Word count

Do not include any other information on your title page. Your name or the name of the school should not appear anywhere in your essay.

Contents page
A contents page must be provided at the beginning of the extended essay and all pages should be numbered. Please note that an index page is not required and if included will be treated as if it is not present.

Introduction
The purpose of your introduction is to do three things - to make the focus of the essay clear to the person reading it; to indicate the scope of the research, particularly an indication of the sources used; and to offer some insight into the line of argument that will be developed in the body of your essay.
Body of the essay
Put really simply, this is the big bit - where you get stuck into discussing your research, analysing and evaluating your sources and taking the reader through your argument before building up to your conclusion.

Obviously, how you develop the body of your essay will depend on your specific research question but it cannot be stressed enough how important it is to ensure you are familiar with the assessment criteria before you begin to write your essay.

Additionally, you should bear in mind this advice from the IB which states 'any information that is important to the argument must not be included in appendices or footnotes/endnotes. The examiner will not read notes or appendices, so an essay that is not complete in itself will be compromised across the assessment criteria.'

Conclusion
Your conclusion is where you do the following:
- Say what has been achieved - what have you found out? What answer can you give to the research question developed at the start of the EE process?
- What limitations does your research have? Are there any elements of your research question you are not able to answer fully? Why not?
- You must relate your conclusion explicitly to your research question

ESSAY PRESENTATION

The presentation of your essay should follow the this format:

- Font should be 12 pt Times New Roman (or similarly readable font)
- Double spaced
- All pages should be numbered
- You must not include your name, supervisor name or school name anywhere in your essay. The only identifying mark should be your candidate code (eg. abc123)
- Maximum file size is 10 MB.
- You may include an acknowledgement/dedications page if you have a strong personal reason for doing so but this is not a formal IB requirement and so does not contribute to meeting the assessment criteria or word count.
- The maximum word count is 4,000 words.
The upper word limit for the EE is 4,000 words and the examiner will not mark anything beyond this limit.

See below for what is and is not included in the 4,000 word count:

**Included**
- Introduction
- Main body of essay
- Conclusion
- Quotations
- Footnotes/Endnotes that are not references

**Not Included**
- Contents page
- Maps, charts, annotated diagrams
- Tables
- Equations and formulas
- Citations and references
- Bibliography
- Page headers

**ACADEMIC HONESTY**

As with all work submitted as part of your IB Diploma, your EE must comply with the principles of academic honesty.

Your essay must give the reader the exact source of all quotations and ideas presented in your essay. This should be done through the use of citations that refer to full references that are listed in your bibliography.

Remember, if you do not comply fully with the academic honesty requirements then you are jeopardising your diploma.
CITATIONS AND REFERENCING

What is the difference?

The IB EE Guide provides the following definitions:

- A bibliography is an alphabetical list of every source used to research and write the essay. Sources that are not cited in the body of the essay but were important in informing the approach taken should be cited in the introduction or in an acknowledgment. The bibliography must list only those sources cited.

- A citation is a shorthand method of making a reference in the body of an essay, either as an in-text citation or footnote/endnote. This must then be linked to the full reference at the end of the essay in the bibliography. A citation provides the reader with accurate references so that he or she can locate the source easily.

- A reference is a way of indicating to the reader, in an orderly form, where information has been obtained. A reference provides all the information needed to find the source material. References must be cited because they acknowledge the sources used, and enable the reader to consult the work and verify the data that has been presented. References must be given whenever someone else’s work is quoted or summarized. References can come from many different sources, including books, magazines, journals, newspapers, emails, internet sites and interviews.

How to...

The IB do not specify a particular referencing style that must be used in your EE.

However, you are strongly advised to use APA for your EE in Global Politics as it is one of the most commonly used styles within the social sciences.

Clink on the video link below to watch a tutorial on how to use APA referencing. If you need further help please talk to your supervisor.
This section offers some guidance on how the examiner will interpret the generic EE assessment criteria when marking a Global Politics EE and is taken directly from the subject specific guidance provided by the IB. You can find a copy of the generic assessment criteria at the end of this guide.

Criterion A: Focus and Method

The three different strands assessed under this criteria are Topic, Research Question and Methodology.

Students must choose a topic that deals with a contemporary global political issue. They must explain the significance of the issue and why it is worthy of investigation. Often this has to do with how the issue affects people’s lives within a social organization either locally, globally or at other levels of analysis.

The topic chosen must be expressed in the form of a research question. The research question must be specific and sharply focused and capable of being discussed effectively within the word limit. As global politics is an interdisciplinary subject and as what counts as a ‘political issue’ is broadly interpreted, it is particularly important that students choose a topic and formulate a research question that allows them to base their essay on the specific theoretical and conceptual frames, terminology, methods and literature of global politics.

Students must demonstrate that they have made considered methodological choices in their research and selected a suitable range of appropriate and relevant sources. Case studies, comparative studies and analyses of discourse are all legitimate approaches to research, whereas interviews, literature or media reviews, or quantitative data analysis are all possible research techniques; choices depend on the research question and what is available, and need to be justified. It is appropriate to use only secondary sources or a combination of primary and secondary sources; selection depends on the level of analysis at which students approach their political issue. Again, this needs to be justified.

The approaches, techniques and sources must provide sufficient material to develop and support an argument and conclusion relevant to the research question, and they must contain different theoretical or conceptual perspectives for critical engagement to be possible.

Effective planning and a well-focused research question tend to go together. A key indicator of this is that students have chosen a comprehensive range of sources and suitable research methods, which are relevant and appropriate to answering the research question.

If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than four marks can be awarded for this criterion. This applies to global politics essays where the issue is not contemporary. (“Contemporary” is defined here as an issue that is relevant during the student’s lifetime.)
Criterion B: Knowledge and Understanding

The two different strands assessed under this criteria are Context and Subject-specific terminology and concepts.

The essay must demonstrate an effective understanding of the place of the research question in a broader context of global politics and the theoretical discipline, establishing links between the political issue investigated and political institutions, actors and theories. Additionally, students should demonstrate an awareness of how social and cultural contexts and biases can affect understandings of political issues.

Students must be able to demonstrate both a sound understanding of, and the ability to employ accurately, the terminology and concepts relevant to the research topic. Where it is deemed useful to clarify meaning or context, students may provide further explanation or definition of selected terms or concepts. A solid use of the key concepts of the global politics course is particularly expected.

If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than four marks can be awarded for this criterion. This applies to global politics essays where the issue is not contemporary. (“Contemporary” is defined here as an issue that is relevant during the student’s lifetime.)

Criterion C: Critical Thinking

The three different strands assessed under this criteria are Research, Analysis and Discussion and evaluation.

“Research” here refers to a critical engagement with a contemporary political issue through relevant approaches, techniques and sources.

Students must be able to construct, present and support effectively a specific argument or position that provides their response or answer to the research question. This argument will be developed through an analysis of the research material, including consideration of the value and limitations of this material.

Additionally, students must demonstrate that the knowledge gained from their selected approaches, techniques and sources can then be analysed and, on the basis of this analysis, an argument can be formed and a conclusion(s) to the research question reached.

The points contained in the analysis must, at all times, be supported by specific, relevant material chosen from the student’s research. Throughout the essay, the thoughts and ideas students present must relate to the analysis of the research question. The inclusion of thoughts or ideas that are not relevant will detract from the value of the analysis and limit the student’s ability to score well on this criterion.

Students should not present essays that are wholly or largely narrative or descriptive in nature. These do not provide any evidence of analytical skills and will not score well.

In global politics, the development of a reasoned argument based on research may start with a student stating their position in relation to the question posed. This position must then be supported by evidence and developed into a reasoned argument, which culminates in conclusion(s) being given.

Personal views should not simply be stated without being supported by reference to the research material. When constructing an argument in global politics, it is crucial that students seek to achieve a balance by presenting conflicting views in an impartial way before reaching a conclusion.
A conclusion summarizes the student’s response to the research question. This conclusion must be consistent with the position and evidence presented in the essay. The conclusion may not include material that has not been discussed in the body of the essay. However, questions that have arisen as a result of the research and may be suitable for further study may be included in the conclusion.

An integral part of the analysis of the evidence and the development of a reasoned argument is that an evaluation of the relative value and limitations of the selected approaches, techniques and sources is made. This evaluation should not be contained in a separate section of the essay but should be integrated into the text where it provides useful insight relative to an approach, technique or source that the student is referring to.

Because global politics issues are often contested and it is common for biased views to be presented, students must pay particular attention to the evaluation of sources. They should avoid unjustified and subjective value judgments, and instead be able to evaluate views using the theoretical and conceptual frames of the subject.

If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than three marks can be awarded for this criterion. This applies to global politics essays where the issue is not contemporary. (“Contemporary” is defined here as an issue that is relevant during the student’s lifetime.)

**Criterion D: Presentation**

The two different strands assessed under this criteria are **Structure** and **Layout**

This criterion relates to the extent to which the essay conforms to accepted academic standards in relation to how research papers should be presented. It also relates to how well these elements support the reading, understanding and evaluation of the essay.

Students may provide a section and subsection structure to their essays, with informative headings. Subheadings should not distract from the overall structure of the essay or argument presented.

Charts, tables and images may appear in the body of the essay only if they illustrate or clarify the argument at that particular point. The inclusion of non-relevant or superfluous material will not be rewarded and may actually detract from the argument. All charts, images and tables must be properly referenced with respect to their origin or source.

Any tables should enhance a written explanation and not themselves include significant bodies of text. If they do, then these words must be included in the word count.

Students must take care in their use of appendices as examiners are not required to read them. All information with direct relevance to the analysis, discussion and evaluation of the essay must be contained in the main body of the essay.

A bibliography is an essential structural element, contributing as far as it is visually presented, to criterion D, in addition to the other presentation requirements: title page, table of contents, page numbers, and so on.

While there is no explicit penalty in criterion D for exceeding 4,000 words, students should be aware that examiners will not read beyond the 4,000-word limit, therefore affecting the application of multiple criteria. Criterion D specifically may be impacted if, in exceeding 4,000 words, one of the structural requirements of the essay (for example, the conclusion, or important illustrative material) is unassessed by the examiner because he or she is not required to read beyond 4,000 words.
Any material that is not original must be carefully acknowledged, with specific attention paid to the acknowledgement and referencing of quotes and ideas. This acknowledgment and referencing is applicable to audiovisual material, text, graphs and data published in print and electronic sources. If the referencing does not meet the minimum standard as indicated in the guide (name of author, date of publication, title of source and page numbers, as applicable), and is not consistently applied, work will be considered as a case of possible academic misconduct. Incomplete references and those that do not meet the minimum requirements as detailed in the Effective citing and referencing document are not penalized in criterion D, but examiners are required to alert the IB to candidates who overlook these minimum requirements, for further investigation. Criterion D assesses references and bibliography purely on how they are presented (for example, consistent, laid out in an appropriate academic manner).

**Criterion E: Engagement**

The two different strands assessed under this criteria are **Process** and **Research Process**

This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate’s reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.

Students are expected to provide reflections on the decision-making and planning process undertaken in completing the essay. Students must demonstrate how they arrived at a topic as well as the methods and approach used. This criterion assesses the extent to which a student has evidenced the rationale for decisions made throughout the planning process and the skills and understandings developed.

For example, students may reflect on:

- the approach and strategies they chose, and their relative success
- the Approaches to learning skills they have developed and their effect on the student as a learner
- how their conceptual understandings have developed or changed as a result of their research
- challenges they faced in their research and how they overcame these
- questions that emerged as a result of their research
- what they would do differently if they were to undertake the research again.

Effective reflection highlights the journey the student has engaged in through the EE process. Students must show evidence of critical and reflective thinking that goes beyond simply describing the procedures that have been followed.

The reflections must provide the examiner with an insight into student thinking, creativity and originality within the research process. The student voice must be clearly present and demonstrate the learning that has taken place.

This is a lot to get your head around but it is important to understand exactly how the examiner will assess your essay. If you need to clarify anything, talk to your supervisor.
The assessment criteria

Criterion A: Focus and method

This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2   | The topic is communicated unclearly and incompletely.  
|       | • Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered.  
|       | • The research question is stated but not clearly expressed or too broad.  
|       | • The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question.  
|       | Methodology of the research is limited.  
|       | • The source(s) and/or method(s) to be used are limited in range given the topic and research question.  
|       | • There is limited evidence that their selection was informed. |
| 3–4   | The topic is communicated.  
|       | • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate.  
|       | The research question is clearly stated but only partially focused.  
|       | • The research question is clear but the discussion in the essay is only partially focused and connected to the research question.  
|       | Methodology of the research is mostly complete.  
|       | • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question.  
|       | • There is some evidence that their selection(s) was informed.  

If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.

5–6 | The topic is communicated accurately and effectively.
The research question is clearly stated and focused.
• The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay.

Methodology of the research is complete.
• An appropriate range of relevant source(s) and/or method(s) has been selected in relation to the topic and research question.
• There is evidence of effective and informed selection of sources and/or methods.

Criterion B: Knowledge and understanding
This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard outlined by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>Knowledge and understanding is limited.</td>
</tr>
<tr>
<td></td>
<td>• The application of source material has limited relevance and is only partially appropriate to the research question.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used.</td>
</tr>
<tr>
<td></td>
<td>Use of terminology and concepts is unclear and limited.</td>
</tr>
<tr>
<td></td>
<td>• Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding.</td>
</tr>
<tr>
<td>3–4</td>
<td>Knowledge and understanding is good.</td>
</tr>
<tr>
<td></td>
<td>• The application of source material is mostly relevant and appropriate to the research question.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective.</td>
</tr>
<tr>
<td></td>
<td>Use of terminology and concepts is adequate.</td>
</tr>
<tr>
<td></td>
<td>• The use of subject-specific terminology and concepts is mostly accurate, demonstrating an appropriate level of knowledge and understanding.</td>
</tr>
<tr>
<td></td>
<td>If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.</td>
</tr>
</tbody>
</table>
Level | Descriptor of strands and indicators
---|---
5–6 | **Knowledge and understanding is excellent.**  
• The application of source materials is clearly relevant and appropriate to the research question.  
• Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding.  

**Use of terminology and concepts is good.**  
• The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.

### Criterion C: Critical thinking

This criterion assesses the extent to which critical-thinking skills have been used to analyse and evaluate the research undertaken.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>The work does not reach a standard outlined by the descriptors below.</strong></td>
</tr>
</tbody>
</table>
| 1–3 | **The research is limited.**  
• The research presented is limited and its application to support the argument is not clearly relevant to the research question.  

**Analysis is limited.**  
• There is limited analysis.  
• Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence.  

**Discussion/evaluation is limited.**  
• An argument is outlined but this is limited, incomplete, descriptive or narrative in nature.  
• The construction of an argument is unclear and/or incoherent in structure hindering understanding.  
• Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented.  
• There is an attempt to evaluate the research, but this is superficial.  

*If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.*

| 4–6 | **The research is adequate.**  
• Some research presented is appropriate and its application to support the argument is partially relevant to the research question.  

**Analysis is adequate.**
<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• There is analysis <strong>but</strong> this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument.</td>
</tr>
<tr>
<td></td>
<td>• Any conclusions to individual points of analysis are only partially supported by the evidence.</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion/evaluation is adequate.</strong></td>
</tr>
<tr>
<td></td>
<td>• An argument explains the research <strong>but</strong> the reasoning contains inconsistencies.</td>
</tr>
<tr>
<td></td>
<td>• The argument may lack clarity and coherence but this does not significantly hinder understanding.</td>
</tr>
<tr>
<td></td>
<td>• Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented.</td>
</tr>
<tr>
<td></td>
<td>• The research has been evaluated but not critically.</td>
</tr>
<tr>
<td>7–9</td>
<td><strong>The research is good.</strong></td>
</tr>
<tr>
<td></td>
<td>• The majority of the research is appropriate and its application to support the argument is clearly relevant to the research question.</td>
</tr>
<tr>
<td></td>
<td><strong>Analysis is good.</strong></td>
</tr>
<tr>
<td></td>
<td>• The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis.</td>
</tr>
<tr>
<td></td>
<td>• Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies.</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion/evaluation is good.</strong></td>
</tr>
<tr>
<td></td>
<td>• An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented.</td>
</tr>
<tr>
<td></td>
<td>• This reasoned argument is clearly structured and coherent and supported by a final or summative conclusion; minor inconsistencies may hinder the strength of the overall argument.</td>
</tr>
<tr>
<td></td>
<td>• The research has been evaluated, and this is partially critical.</td>
</tr>
<tr>
<td>10–12</td>
<td><strong>The research is excellent.</strong></td>
</tr>
<tr>
<td></td>
<td>• The research is appropriate to the research question and its application to support the argument is consistently relevant.</td>
</tr>
<tr>
<td></td>
<td><strong>Analysis is excellent.</strong></td>
</tr>
<tr>
<td></td>
<td>• The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis.</td>
</tr>
<tr>
<td></td>
<td>• Conclusions to individual points of analysis are effectively supported by the evidence.</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion/evaluation is excellent.</strong></td>
</tr>
</tbody>
</table>
Level | Descriptor of strands and indicators
---|---
| • An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented.  
• This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the final or summative conclusion.  
• The research has been critically evaluated.

**Criterion D: Presentation**

This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>The work does not reach a standard outlined by the descriptors below.</strong></td>
</tr>
</tbody>
</table>
| 1–2 | **Presentation is acceptable.**  
• The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered.  
• Some layout considerations may be missing or applied incorrectly.  
• Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay. |
| 3–4 | **Presentation is good.**  
• The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered.  
• Layout considerations are present and applied correctly.  
• The structure and layout support the reading, understanding and evaluation of the extended essay. |

**Criterion E: Engagement**

This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate’s reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context. Only the first 500 words are assessable.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor of strands and indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>The work does not reach a standard outlined by the descriptors, an RPPF has not been submitted, or the RPPF has been submitted in a language other than that of the essay.</strong></td>
</tr>
<tr>
<td>1–2</td>
<td><strong>Engagement is limited.</strong></td>
</tr>
<tr>
<td>Level</td>
<td>Descriptor of strands and indicators</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Reflections on decision-making and planning are mostly descriptive.</td>
</tr>
<tr>
<td></td>
<td>• These reflections communicate a limited degree of personal engagement with the research focus and/or research process.</td>
</tr>
<tr>
<td>3–4</td>
<td><strong>Engagement is good.</strong></td>
</tr>
<tr>
<td></td>
<td>• Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development.</td>
</tr>
<tr>
<td></td>
<td>• These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.</td>
</tr>
<tr>
<td>5–6</td>
<td><strong>Engagement is excellent.</strong></td>
</tr>
<tr>
<td></td>
<td>• Reflections on decision-making and planning are evaluative and include reference to the student’s capacity to consider actions and ideas in response to challenges experienced in the research process.</td>
</tr>
<tr>
<td></td>
<td>• These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.</td>
</tr>
</tbody>
</table>